

# Home learning pack

Monday 8th June – Friday 12<sup>th</sup> June

## Year 5



Lessons can be found at BBC bitesize – daily lessons Year 5

<https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-lessons/1>

# Monday

Monday 8 June - Friday 12 June

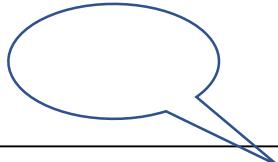


## Daily Lessons

| Monday   | Tuesday   | Wednesday   | Thursday  | Friday   |
|--|---|---|---|--|
| <b>English</b><br>Direct and indirect speech   | <b>English</b><br>Fact and opinion  | <b>English</b><br>Relative clauses  | <b>English</b><br>Features and writing                                    | <b>English</b><br>Reading lesson:<br>The Wolves of Willoughby Chase<br>by Joan Aiken |
| <b>Maths</b><br>Understand and represent decimals with up to 2 decimal places as fractions | <b>Maths</b><br>Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents | <b>Maths</b><br>Round decimals with two decimal places to the nearest whole number and to the nearest tenth | <b>Maths</b><br>Order and compare numbers with up to three decimal places | <b>Maths</b><br>Maths in football  |
| <b>History</b><br>Anglo Saxon art and culture  | <b>Geography</b><br>The Alps  | <b>Science</b><br>Reversible and irreversible changes   | <b>Spanish</b><br>Food, drink and hobbies                                 | <b>Art and Design</b><br>Exciting paintings - reviewing classic paintings            |

## English – BBC bitesize English – 8<sup>th</sup> June – Direct and indirect speech

### Direct and Reported Speech



#### *Direct speech* uses:

- speech marks
- the speaker's actual words
- new speaker, new line
- Narration about who said it can go **before, after or in amongst** the speaker's actual words.

#### *Reported speech:*

- doesn't use speech marks
- changes pronouns, and often also changes word order
- adjusts verb tenses (and time phrases if necessary)
- usually starts by telling you who spoke
- often uses "that..." – but you can omit it if it sounds all right without it.

*Direct speech:* "I'm waiting for the train," said Jason.

*Reported speech:* Jason said **that** he was waiting for the train;

**OR:** Jason said he was waiting for the train.

What is the difference between these two versions?

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**(2)** *Direct speech:* “I’ll go tomorrow,” Anne told Haris, “and you can come with me.”

*Reported speech:* Anne told Haris that she would go the next day and that he could come with her.

Draw a **ring** round every pronoun that has been changed in these examples.

Draw a **wiggly line** under every verb whose tense has been adjusted.

What else has been changed in Example 2?

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## Direct and Reported Speech

*Direct speech* uses:

- speech marks
- the speaker’s actual words
- new speaker, new line
- Narration about who said it can go **before, after or between** the speaker’s actual words.

*Reported speech:*

- doesn’t use speech marks
- changes pronouns, and often also changes word order
- adjusts verb tenses (and time phrases if necessary)
- usually starts by telling you who spoke
- often uses “that...” – but you can omit it

1. “I am going to ride my bike later,” said Paul.

Paul said he \_\_\_\_\_

2. Katie announced, “My dog Lucy has just had puppies!”

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Sometimes you need to add a connective so that your reported speech makes sense:

3. “Make sure you put on plenty of suncream, Tim,” said Mum, “it’s a hot day.”

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4. “Dad,” asked Hassan, “what is that big box for?”

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5. “I will pay you back next week, Bethany,” Adam promised.

Sometimes you need a different verb:

6. "See this, Aysha?" Olivia called proudly, "it's the birthday present my grandma gave me."

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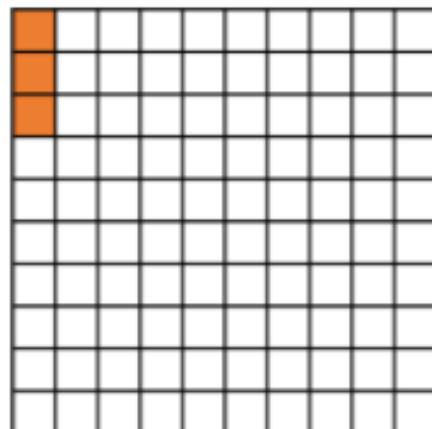
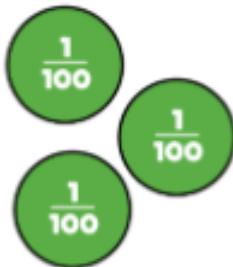
# Maths

BBC bitesize maths – 8th June

<https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-and-p6-lessons/1>

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- What fraction is shown in both representations?  
Can you convert this in to a decimal?



The fraction  $\frac{\square}{\square}$  is the same as the decimal \_\_\_\_\_

- If the whole bead string represents one whole, what decimal is represented by the highlighted part? Can you represent this on a 100 square?



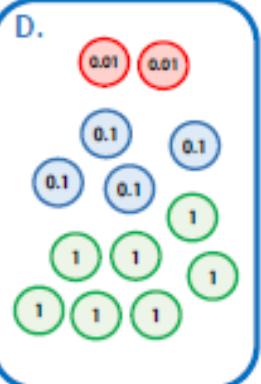
## Decimals up to 2d.p.

1a. Spot the odd one out.

A.  $7 + 0.2 + 0.04$

B. seven ones, two tenths and four hundredths

C. 7.24



Explain your answer fully.



R

2a. Jack is thinking of a number.



My number lies  
between  
 $8 + 0.3 + 0.07$   
and  $8 + 0.3 + 0.05$

What number is Jack thinking of?



PS

3a. Matt has used place value counters to partition 4.73.



Is he correct? Prove it.



R

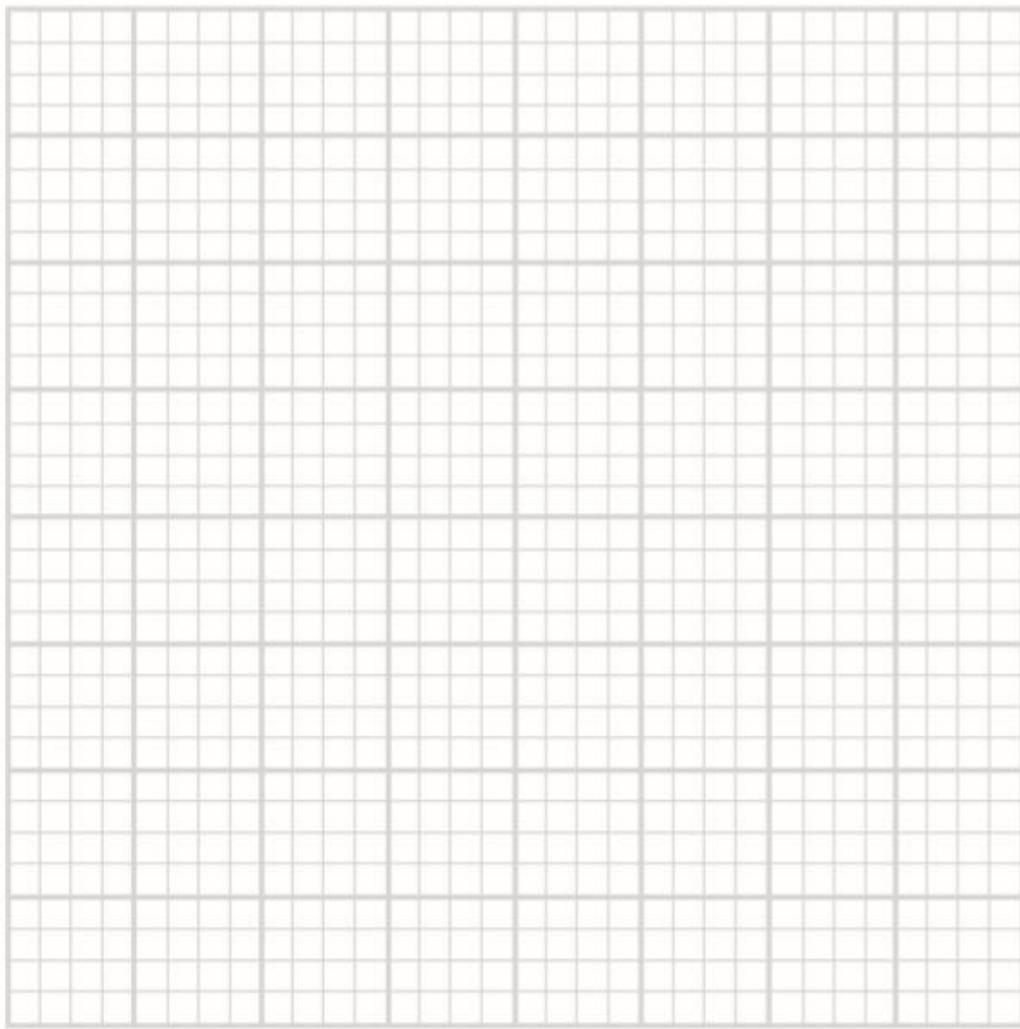
# History - BBC bitesize History – 8th June - Anglo Saxon art and culture

<https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-and-p6-lessons/1>

## Anglo Saxon Buckle Design

My buckle is for \_\_\_\_\_

It will be made using \_\_\_\_\_



# Tuesday

## English - BBC bitesize English – 9th June – fact and opinion

<https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-and-p6-lessons/1>

## Fact or Opinion?

### Activity 1

Are these sentences facts or opinions? Tick the appropriate box to show what you think.

1. That man has a beard.
2. Red is the best colour.
3. Apples taste better than pears.
4. Peter can run faster than Paul.
5. There's a frog in the pond.
6. I don't want sausages for dinner.
7. Chelsea will definitely win.
8. I am the smartest kid in my class.
9. He's better at art than maths.
10. You shouldn't go swimming in the sea.

| Fact | Opinion |
|------|---------|
|      |         |
|      |         |
|      |         |
|      |         |
|      |         |
|      |         |
|      |         |
|      |         |
|      |         |
|      |         |

### Activity 2

These passages contain facts and opinions. Underline the parts you think are facts in one colour and the parts you think are opinions in another colour. Fill in the key below to indicate which colour is which.

1. Hate housework? You'll love the SuperSweep vacuum cleaner! With five interchangeable nozzles and three times the usual suction power there's nothing quite like it. Buy it today and receive a 1% discount! Miss out and you'll regret!
2. Thomas is the best runner in the class. James has won more races, but that's just because he's a fast runner. Thomas can run almost 15 kilometres! That's a really long way. I think the most exciting race was the one where Thomas overtook James right near the end.
3. The jungle is a very dangerous place to visit. There are lots of poisonous bugs in the jungle, not to mention tigers, snakes and more. You should never visit the jungle unless you have all the proper safety equipment. Mosquito nets can help keep you safe from mosquito bites. Rope is a helpful thing to take, too.

#### Key

fact     opinion

### **Activity 3**

1. Write one fact and one opinion about a band or musician:

Fact: \_\_\_\_\_

Opinion: \_\_\_\_\_

2. Write one fact and one opinion about a food:

Fact: \_\_\_\_\_

Opinion: \_\_\_\_\_

3. Write one fact and one opinion about your classroom:

Fact: \_\_\_\_\_

Opinion: \_\_\_\_\_

4. Write one fact and one opinion about school:

Fact: \_\_\_\_\_

Opinion: \_\_\_\_\_

5. Write one fact and one opinion about a rabbit:

Fact: \_\_\_\_\_

Opinion: \_\_\_\_\_

6. Write one fact and one opinion about a pencil:

Fact: \_\_\_\_\_

Opinion: \_\_\_\_\_

# Maths

- BBC bitesize Maths – 9th June

<https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-and-p6-lessons/1>

## Identifying Thousandths

| tens | ones | • | tenths | hundredths | thousandths |
|------|------|---|--------|------------|-------------|
|      | 0    | • | 8      | 3          | 7           |

Write the following decimal numbers in the place value board above, then write the equivalent fraction for each one. The first one has been done for you:

$$0.837 = \frac{837}{1000}$$

$$0.732 = \quad 0.530 =$$

$$0.221 = \quad 0.348 =$$

$$0.438 = \quad 0.572 =$$

Write the following fractions as decimal numbers:

$$\frac{785}{1000} = \quad \frac{210}{1000} =$$

$$\frac{665}{1000} = \quad \frac{983}{1000} =$$

$$\frac{376}{1000} = \quad \frac{177}{1000} =$$

Match the decimal to the equivalent fraction:

- |       |                    |
|-------|--------------------|
| 0.267 | $\frac{297}{1000}$ |
| 0.189 | $\frac{276}{1000}$ |
| 0.297 | $\frac{267}{1000}$ |
| 0.927 | $\frac{189}{1000}$ |
| 0.276 | $\frac{927}{1000}$ |

**Write these numbers in the place value chart:**

|  | Thousands | Hundreds | Tens | Units | Tenths | Hundredths | Thousands |
|--|-----------|----------|------|-------|--------|------------|-----------|
| a 5 tens, 3 units and 8 tenths                           |           |          |      | .     | •      |            |           |
| b 7 hundreds, 8 tens, 4 units, 2 tenths and 3 hundredths |           |          |      | .     | •      |            |           |
| c 9 tens, 8 tenths and 4 thousandths                     |           |          |      | .     | •      | 0          |           |
| d 6 hundreds, 8 tenths, 4 hundredths and 3 thousandths   |           |          | 0    | 0     | •      |            |           |
| e 4 units, 9 tenths and 8 hundredths                     |           |          |      | .     | •      |            |           |
| f 3 units, 4 tenths and 2 hundredths                     |           |          |      | .     | •      |            |           |
| g 2 tens, 3 units, 4 hundredths and 6 thousandths        |           |          |      | .     | 0      |            |           |
| h 8 thousandths  |           |          |      | .     | 0      | 0          |           |

# Fractions and Decimals Wall

| 1 1.0                |  |                      |                    |                      |                   |                      |  |                      |  |
|----------------------|--|----------------------|--------------------|----------------------|-------------------|----------------------|--|----------------------|--|
| $\frac{1}{2}$ 0.5    |  |                      |                    |                      | $\frac{1}{2}$ 0.5 |                      |  |                      |  |
| $\frac{1}{3}$ 0.33   |  |                      | $\frac{1}{3}$ 0.33 |                      |                   | $\frac{1}{3}$ 0.33   |  |                      |  |
| $\frac{1}{4}$ 0.25   |  | $\frac{1}{4}$ 0.25   |                    | $\frac{1}{4}$ 0.25   |                   | $\frac{1}{4}$ 0.25   |  | $\frac{1}{4}$ 0.25   |  |
| $\frac{1}{5}$ 0.2    |  | $\frac{1}{5}$ 0.2    |                    | $\frac{1}{5}$ 0.2    |                   | $\frac{1}{5}$ 0.2    |  | $\frac{1}{5}$ 0.2    |  |
| $\frac{1}{6}$ 0.167  |  | $\frac{1}{6}$ 0.167  |                    | $\frac{1}{6}$ 0.167  |                   | $\frac{1}{6}$ 0.167  |  | $\frac{1}{6}$ 0.167  |  |
| $\frac{1}{7}$ 0.142  |  | $\frac{1}{7}$ 0.142  |                    | $\frac{1}{7}$ 0.142  |                   | $\frac{1}{7}$ 0.142  |  | $\frac{1}{7}$ 0.142  |  |
| $\frac{1}{8}$ 0.125  |  | $\frac{1}{8}$ 0.125  |                    | $\frac{1}{8}$ 0.125  |                   | $\frac{1}{8}$ 0.125  |  | $\frac{1}{8}$ 0.125  |  |
| $\frac{1}{9}$ 0.111  |  | $\frac{1}{9}$ 0.111  |                    | $\frac{1}{9}$ 0.111  |                   | $\frac{1}{9}$ 0.111  |  | $\frac{1}{9}$ 0.111  |  |
| $\frac{1}{10}$ 0.1   |  | $\frac{1}{10}$ 0.1   |                    | $\frac{1}{10}$ 0.1   |                   | $\frac{1}{10}$ 0.1   |  | $\frac{1}{10}$ 0.1   |  |
| $\frac{1}{11}$ 0.09  |  | $\frac{1}{11}$ 0.09  |                    | $\frac{1}{11}$ 0.09  |                   | $\frac{1}{11}$ 0.09  |  | $\frac{1}{11}$ 0.09  |  |
| $\frac{1}{12}$ 0.083 |  | $\frac{1}{12}$ 0.083 |                    | $\frac{1}{12}$ 0.083 |                   | $\frac{1}{12}$ 0.083 |  | $\frac{1}{12}$ 0.083 |  |

## **Geography** - BBC bitesize Geography – 9<sup>th</sup> June- The Alps

<https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-and-p6-lessons/1>



Create a fact file about the Alps.

# Wednesday

## English - BBC bitesize English – 10th June- relative clauses

<https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-and-p6-lessons/1>

Choose one phrase from each column (three in total) to make a sentence.

|                       |                                    |                                 |
|-----------------------|------------------------------------|---------------------------------|
| Bee                   | who was the youngest in the tribe  | danced around the fire.         |
| Breath of the Vulture | who was a big man                  | looked scared.                  |
| Bee's dad             | whose furs were too tight          | was spitting out duck feathers. |
| Snore of the Rat      | who was always showing off         | performed the Ritual.           |
| The tent              | which was made of furs             | was loud and smelly at night.   |
| Bent Tree             | whose lion skull mask looked silly | was whacked by a plucked duck.  |

Can you make the silliest sentences? Write them in the space below.

Don't forget to use commas to mark your relative clauses!

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Now, see if you can make up three sentences of your own with relative clauses for your friend to play with.

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |
|  |  |  |

Finally, write a sentence with a relative clause which includes the words:

Bee

trees

tent

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# Relative Clauses: The Rules

Relative clauses give extra information related to a previously mentioned noun or pronoun within a sentence. A relative clause always starts with a relative pronoun.

Jess was going to a fancy dress party.  
She was dressed as Batman.

The second sentence adds some extra information about the noun in the first sentence so we can turn it into a relative clause, like this...

Jess, who was dressed as Batman,  
was going to a fancy dress party.

Who is a relative pronoun so this clause of extra information is called a relative clause. As this is extra, non-essential (non-restrictive) information we put the clause in commas.

**Maths** - BBC bitesize Math – 10th June- round decimals to 2 decimal places to the nearest whole number and to the nearest tenth

<https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-and-p6-lessons/1>

Round these numbers to the nearest tenth:

a 67.23 \_\_\_\_\_

b 48.07 \_\_\_\_\_

c 124.78 \_\_\_\_\_

d 90.14 \_\_\_\_\_

e 54.53 \_\_\_\_\_

f 7.06 \_\_\_\_\_

Now round these numbers to the nearest hundredth:

a 58.127 \_\_\_\_\_

b 70.345 \_\_\_\_\_

c 45.007 \_\_\_\_\_

d 78.134 \_\_\_\_\_

e 89.036 \_\_\_\_\_

f 36.231 \_\_\_\_\_

Look at the following meal options.

a Round each price to the nearest pound and total the estimated cost of each option below:

| Choice 1     |       |  |
|--------------|-------|--|
| Hamburger    | £4.95 |  |
| Can of drink | £2.25 |  |
| Large chips  | £1.15 |  |
| Total        |       |  |

| Choice 2                  |       |  |
|---------------------------|-------|--|
| Jacket potato with cheese | £7.95 |  |
| Hot chocolate             | £0.95 |  |
| Salad                     | £2.98 |  |
| Total                     |       |  |

| Choice 3   |       |  |
|------------|-------|--|
| Salad roll | £5.15 |  |
| Juice      | £2.25 |  |
| Biscuit    | £1.95 |  |
| Total      |       |  |

b You have £10. Circle the choices you can afford.

# Science - BBC bitesize Science – 10<sup>th</sup> June - reversible and irreversible changes

<https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-and-p6-lessons/1>

Melting and freezing can cause materials to change; some of these changes may be reversible, and some may not. Some materials can exist as both a solid and a liquid. Orange juice is a liquid but when frozen turns to ice and becomes a solid. Chocolate is a solid but when heated begins to melt and becomes a liquid. Look at the materials below and say what has caused them to change (melting or freezing) and whether this change is reversible. If the change has been caused by heating, colour the arrow red and if the change has been caused by cooling, colour the arrow blue.

| Material        | Change   | Changes caused by:   |
|-----------------|--|--|
| 1) Orange juice |  →      | What has changed _____.<br>This change has been caused by _____.<br>Is this change reversible? _____ |
| 2) Butter       |  →   | What has changed _____.<br>This change has been caused by _____.<br>Is this change reversible? _____ |
| 3) Chocolate    |  →  | What has changed _____.<br>This change has been caused by _____.<br>Is this change reversible? _____ |
| 4) Water        |  →  | What has changed _____.<br>This change has been caused by _____.<br>Is this change reversible? _____ |
| 5) Ice          |  →  | What has changed _____.<br>This change has been caused by _____.<br>Is this change reversible? _____ |

# Thursday

## English - BBC bitesize English – 11<sup>th</sup> June- features of writing

<https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-and-p6-lessons/1>

### DESCRIPTION

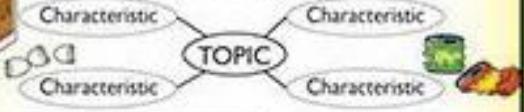
Lists characteristics of something in vivid detail so that a reader can form a mental image of it



**Signal Words**

|             |                  |              |
|-------------|------------------|--------------|
| for example | such as          | for instance |
| first       | also             | another      |
| in addition | most importantly | specifically |

**Organization**



**Questions**

What is described?  
Can you imagine it?  
What are its important characteristics?

### SEQUENCE

Presents events in the order in which they happen

**Signal Words**

|           |      |         |
|-----------|------|---------|
| first     | then | later   |
| afterward | next | finally |

**Organization**



**Questions**

What happened first?  
What events followed that?  
In what order did they happen?

### COMPARE & CONTRAST

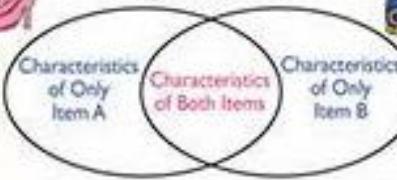
Identifies ways two or more items are alike and different



**Signal Words**

|                |                 |
|----------------|-----------------|
| <b>Compare</b> | <b>Contrast</b> |
| alike          | both            |
| same as        | similar         |
| just as        | like            |
| too            | also            |

**Organization**



**Questions**

How are the items alike?  
How are the items different?

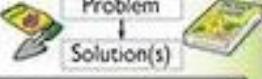
### PROBLEM & SOLUTION

Identifies a problem and suggests one or more ways to solve it

**Signal Words**

|         |          |         |
|---------|----------|---------|
| problem | solution | resolve |
| answer  | question | solve   |

**Organization**



**Questions**

What is the problem? What can be done to solve it?

### CAUSE & EFFECT

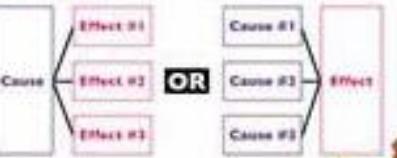
Identifies the results of an event or identifies the events that led to a certain result



**Signal Words**

|         |              |             |        |
|---------|--------------|-------------|--------|
| because | therefore    | as a result | led to |
| so      | since        | reason for  | thus   |
| due to  | consequently | resulted in | caused |

**Organization**



**Questions**

What happened? Why did it happen?

# Sequence

Describes items or events in order or tells the steps to follow to do something or make something.

## Signal Questions

- What items, events, or steps are listed?
- Do they have to happen in this order?
- Do they always happen in this order?

## Signal Words

- First, Second, Next, Then, Before
- After, Finally, Following
- Now, Soon, Not long after



# Compare/Contrast

Shows how two or more things are alike and/or how they are different.

## Signal Questions

- What things are being compared?
- In what ways are they alike?
- In what ways are they different?



## Signal Words

- Same as, Similar, Alike, As well as
- Not only...but also, Both, Instead of
- Either...or, On the other hand, Different from, As opposed to

# Cause/Effect

Cause is WHY something happened. Effect IS what happened. (Sometimes the effect is listed first.)

## Signal Questions

- What happened?
- Why did it happen?
- What caused it to happen?



## Signal Words

- So, Because, Since, Therefore
- If...then, This led to, Reason why
- As a result, Consequently, May be due to, Effect of
- For this reason

# Problem/Solution

Tells about a problem (and sometimes says why there is a problem) then gives one or more possible solutions

## Signal Questions

- What is the problem?
- Why is this a problem?
- Is anything being done to try to solve the problem?
- What can be done to solve the problem?



## Signal Words

- Question is, Dilemma is
- The puzzle is, To solve this
- One Answer is, One reason for the...

## Description

A Topic, idea, person, place, or thing is described by listing its features, characteristics, or examples.

### Signal Questions

- What specific topic, person, idea, or thing is being described?
- How is it being described (what does it look like, how does it work, what does it do, etc)?
- What is important to remember about it?



### Signal Words

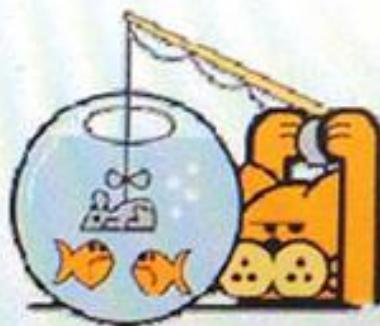
- For instance, Such as..., To begin with
- An Example, Characteristics, To illustrate

## Persuasion

Presents an opinion and tries to convince the reader to agree.

### Signal Questions

- What does the author believe?
- What reasons support the claim?
- What does the author want you to do?



### Signal Words

- Surely, It is certain, Therefore, Consequently, Convinced
- Agree, Conclude

Write a list of the different kinds of writing. Choose 2 and create a checklist for the writing which you will use when you come back to school.

# Maths - BBC bitesize Maths – 11th June- order and compare numbers with up to

3 decimal places

<https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-and-p6-lessons/1>

Order the following decimal numbers from smallest to largest.

1. 0.61

0.58

0.42

0.2

0.81

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|--|--|--|--|--|

2. 0.57

0.29

0.14

0.48

0.26

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|--|--|--|--|--|

3. 0.67

0.09

0.7

0.28

0.81

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|--|--|--|--|--|

4. 0.03

0.86

0.49

0.71

0.94

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|--|--|--|--|--|

5. 0.37

0.59

0.53

0.15

0.05

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|--|--|--|--|--|

6. 0.82

0.53

0.06

0.44

0.16

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|--|--|--|--|--|

7. 0.14

0.27

0.4

0.9

0.35

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|--|--|--|--|--|

8. 0.06

0.51

0.05

0.77

0.54

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|--|--|--|--|--|

9. 0.75

0.03

0.45

0.56

0.77

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|--|--|--|--|--|

10. 0.96

0.05

0.36

0.1

0.93

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|--|--|--|--|--|

|     |      |      |      |      |      |
|-----|------|------|------|------|------|
| 11. | 0.23 | 0.2  | 0.97 | 0.51 | 0.98 |
| 12. | 0.47 | 0.87 | 0.39 | 0.72 | 0.2  |
| 13. | 0.27 | 0.96 | 0.21 | 0.06 | 0.46 |
| 14. | 0.58 | 0.36 | 0.27 | 0.42 | 0.09 |
| 15. | 0.62 | 0.33 | 0.62 | 0.41 | 0.24 |
| 16. | 0.77 | 0.18 | 0.58 | 0.04 | 0.79 |
| 17. | 0.64 | 0.7  | 0.25 | 0.05 | 0.76 |
| 18. | 0.72 | 0.52 | 0.44 | 0.73 | 0.31 |
| 19. | 0.84 | 0.75 | 0.05 | 0.19 | 0.94 |
| 20. | 0.81 | 0.2  | 0.87 | 0.71 | 0.58 |

# French

Play one of the French Vocabulary games on language angels, you can find your log in in your exercise book.



## Friday



## English – Reading

BBC bitesize English – 12<sup>th</sup> June – Reading

Log onto scholastic and read the book that has been assigned to you.

Then, complete the quiz questions for that book. Next, complete a book review on purple mash for the book.



# Maths - BBC bitesize Maths – 12<sup>th</sup> June- maths in football

<https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-and-p6-lessons/1>

Two football teams, England and Brazil, have played each other 15 times throughout their history.

|         |  |
|---------|--|
| 0 goals |  |
| 1 goal  |  |
| 2 goals |  |
| 3 goals |  |
| 4 goals |  |

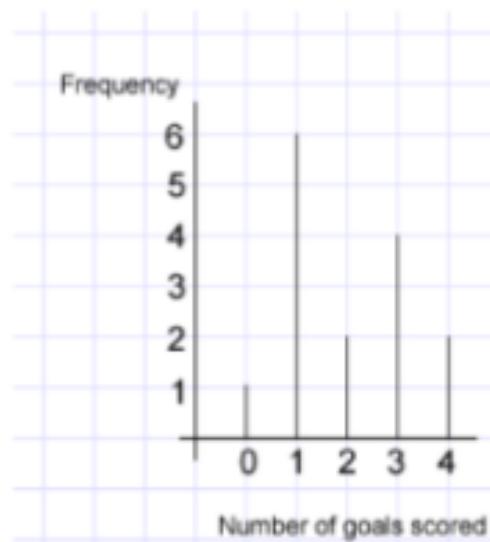
A pictogram to show the number of goals scored in fifteen football matches

represents 2 matches

| Number of goals | Tally |
|-----------------|-------|
| 0               |       |
| 1               |       |
| 2               |       |
| 3               |       |
| 4               |       |

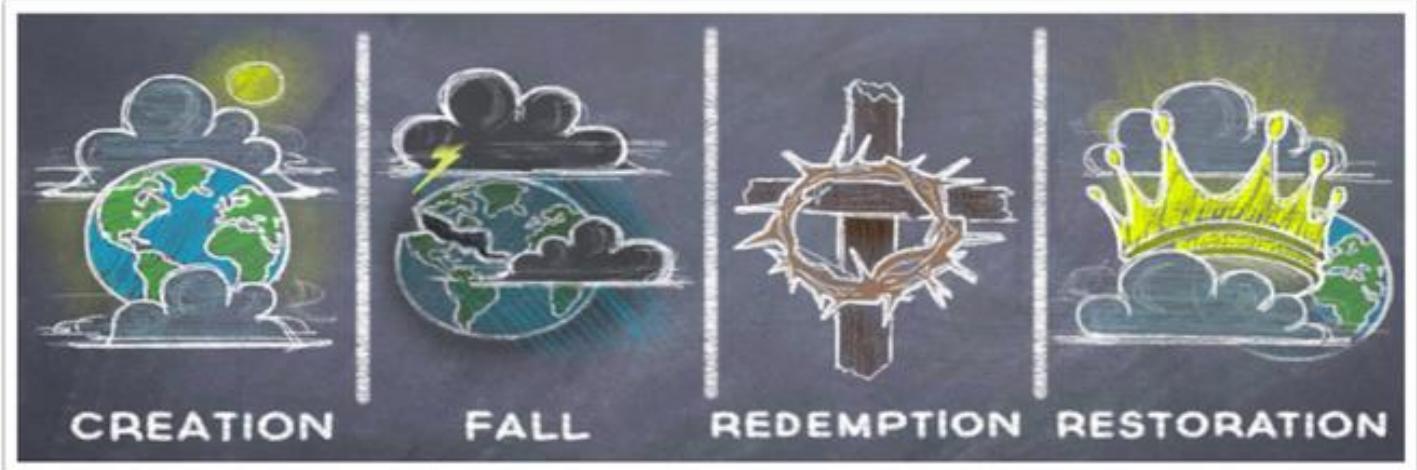
Two of the types of data above show the goals scored by England and two show Brazil's goals.

Can you match the data to the teams, using the clues to help you?



- The mode number of goals scored by England is 3.
- The mean number of goals scored by England is one less than the mode.
- The median number of goals scored by Brazil is 2.
- The mean number of goals scored by Brazil is equal to the median number of goals.
- The mode number of goals scored by Brazil is 1 less than the mean number of goals scored by Brazil.

# Religious Education – Creation and The Fall



What do you already know about the story in the Bible that talks about God creating the world?

Watch this video about Creation (how God created the world)

<https://www.youtube.com/watch?v=cZrwd7DgStA>

Explain how Christian's believe God created the world.

Why do you think God said 'it is very good' when he made humans?

What was the world like when it was first made?

Then, watch this video about The Fall:

<https://request.org.uk/restart/2020/03/26/bible-quest-fall/>

Have you ever done anything wrong?

Why do you think people make bad choices and hurt people?

How do you think sin has affected the world?

# PSHE

<https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-bullying-and-racism/z7tv8xs>



Video Transcript ▾

Eli and Joe encounter bullying and racism during a football game in the park.

Watch this video clip and then answer the following questions:

1. Identify the bullying behaviour in this clip.
2. How did Eli and Joe feel when this bullying behaviour was directed towards them?
3. Why do you think Salim acted in this way? How might he have developed these racist views?
4. Bullying behaviour and racism often comes from not understanding and valuing differences. Do you agree? Why?
5. Explain 4 ways you are different to your friends. Explain how and why it is good that we all have differences and similarities.
6. Explain how you can respect everyone's differences.

## Change Begins with Me

PE Activity:

Watch the Nike Video <https://www.youtube.com/watch?v=drcO2V2m7lw> and look at the images of sports teams and athletes taking the knee.

Task: Write a paragraph, create a poster, poem or video about what we can learn from these videos and images. Please send your work to [website@stjohnandjames.enfield.sch.uk](mailto:website@stjohnandjames.enfield.sch.uk)



### **Stars protest during US National Anthem**

<https://www.bbc.co.uk/newsround/41397202>

Liverpool football team take the knee.

